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ABSTRACT

English language annotations of articles from 13 French language periodicals covering educational materials of interest to North Africans are included in this annotated bibliography. Citations are categorized by country. Topics touch on philosophy and theory of education, educational statistics, education organization by grade and type, adult education, teacher training, artistic education, special education, and Arabization and bilingualism. A special essay is included with references on the topic of cooperation in the form of teacher, student, training personnel, and material exchange. A list of sources and authors concludes the bibliography. (JH)

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I. ALGERIA

Philosophy and theory of education

1. "Mr. Abdelkrim Benmahmoud dans une interview à l'APS: 'Pour la formation d'un citoyen algérien qui soit un élément dynamique dans l'édification nationale'" (Mr. Abdelkrim Benmahmoud in an interview with the APS: "For the training of an Algerian citizen, so that he may be a dynamic element in the national construction"). El Moudjahid, September 30, 1972, p. 5.

Added to the material difficulties in the policy of training and instruction, is that of the adaptation of the instruction to the economic and socio-cultural requirements. This adaptation must be inspired by the Arabo-Islamic values, at the same time following the scientific world and the progress of modern technology. The Algerian authorities are not unaware of this problem. Arabization, democratization, development of technical instruction are so many problems for which the government makes enormous sacrifices, and which have been discussed during this interview. Also examined were the training of the nation's trained staff, cultural activities in the school, extra-mural education, the problem of the children of emigrants.

2. "al-mafhu:m al-ma3ku:s 3an tawhi:d ata3li:m lada: ba3' al-muxarbishi:n" (The meaning of educational unification as conceived by some scribblers), Al-Asala, 9-10 (July-October 1972), pp. 189-190.

The author of the article argues that talk on school unification, so far, has been superficial, as it does not deal with the deeper aspects of the problem. He says that "The unification aimed at consists in authentic education, i.e., a unification of programs, methods, and aims, and not of appearance and manner."

By "unified program" the author means some general education that would unite people and provide ample opportunity for graduates to pursue the knowledge area they like. A unification of method consists in the number of years required, the way of pursuing education, schedule fixing and pedagogical methods, etc. Unified aims are those that would be compatible with the revolutionary plans of the country, as cultural revolution is the way to comprehensive social revolution.
[Note: The term "authentic education" is used almost synonymously with "religious education."]

Educational organization

3. "L'éducation nationale: une profonde mutation" (National education: a profound change). El Moudjahid, July 5, 1972, p. 1, supplement.

The results obtained in national education are important, but numerous difficulties have had to be surmounted, considering the complexity of the undertaking. Upon reaching independance, Algeria found herself in a difficult situation. Until 1965, the objective was mass school enrollment, whence a lowering of

the level. After the 1965-66 school year, a vast action of normalization began, to develop the body of pedagogical counsellors, draw up better-adapted academic programs, undertake a reform giving the Arabic language its proper place, and launch a vast program of school construction.

The principles of reform are dictated by 2 principal considerations: furnishing the cadres necessary for the economic development, and reconsidering the programs of instruction.

The number of students in primary school went from 777,636 in 1962 to 2,018,091 in 1972. In secondary school: from 83,608 to 236,884; in higher education: from 2,809 to 24,218. Practically all school manuals are edited by the National Pedagogical Institute. But the work is not finished, and total school enrollment remains the final objective. The work of renewal continues with new restrictions. It is to be hoped that the next ten years will see a devotion to the promotion of scientific research.

4. "Le message du Président Boumédienne à la Nation pour le Xe anniversaire: Le miracle algérien c'est la volonté de notre peuple; la majorité de nos enfants sont scolarisés" (The message of President Boumedienne to the nation for the tenth anniversary: The Algerian miracle is the will of our people; the majority of our children are enrolled in school). El Moudjahid, July 5, 1972, p. 4.

This is an excerpt from a speech of President Boumedienne. The Arabic language has become the dominant language in primary instruction, and occupies a prominent place in secondary and higher education as well. Although it is not easy to enroll more than 2 million children in school, the majority are in fact enrolled.

During the last seven years of independence, schools and institutes have been built in all parts of the country, and the government is determined to pursue this policy. A day will come when there will remain no illiteracy in the country.

5. "Bel Abbes - 4,000 nouveaux élèves inscrits pour la prochaine rentrée" (Bel Abbes - 4,000 new pupils registered for the next school year). El Moudjahid, July 14, 1972, p. 5.

This is a summary of the situation in this region. Four thousand students have been enrolled in primary school, and 4,000 in secondary. The results on examinations are judged satisfactory. It would, however, be desirable to note the practical tests during enrollment. One problem persists in secondary school -- that of dormitories.

6. "Rentrée scolaire: le 22 septembre" (The beginning of the school year: September 22). El Moudjahid, September 14, 1972, p.3.

The meeting of the general inspectors of primary and secondary teaching has made it possible to draw up a work program. The situation of each wilaya will be examined. The predictions indicate that there are 236,437 new enrollments out of a total of 2,254,428 students. 60,810 pupils go on from primary to secondary school, out of a total of 348,510.

The teaching staff will number 71,42[illegible] teachers for both levels. More than 600,000 students will profit from the canteens, which are very effective in improving school results. There are 40,000 new receivers of grants, or a total of more than 200,000. The children of emigrants received 2,406 grants in 1971. In the field of examinations, the tests for the baccalaureate for both options made it possible for 7,400 candidates to succeed, as opposed to 622 for the technical baccalaureate and 27,70[illegible] for the certificate of middle-level instruction.

7. "La scolarisation dans le wilaya de Constantine. 'Eliminer les inégalités sociales et géographiques'" (School enrollment in the wilaya of Constantine. "Eliminate the social and geographical inequalities"). El Moudjahid, September 15, 1972, pp. 1 and 2.

After independence was obtained, the teaching in this wilaya had to face a large vacuum caused by the departure of the French teachers. From 1962 to 1972, the number of children enrolled went from 28% to 63% in primary school, and in secondary from 4,488 to 38,778. The 1972-73 school year has been studied down to the smallest details. There has also been discussion on the nationalization of the establishments of secondary technical instruction. Arabization is making good progress (Arabization of the letters section of secondary school, Arabization of calculus in the 4th year of primary). As far as personnel are concerned, the elementary personnel is self-sufficient, thanks to the 2 institutes of technology of education (542 teachers in 1972). For middle-level instruction, 400 teachers per year graduate from the institute. The program of the plan for school buildings has been respected.

8. "A 48 h de la rentrée scolaire" (48 hours before the beginning of the school year). El Moudjahid, September 20, 1972, p. 3.

The rate of school enrollment of the capital has reached the maximum percentage (100%). Polls among parents have permitted certain observations (the high cost of school supplies, and of clothing). The shortage of books is making itself felt. Several school achievements have been inaugurated in the daira of El Eulme. They have been conceived in a very modern manner. In the Willaya of La Saoura the number of students has tripled in ten years. A decision has been made to intensify the creation of dormitories for primary schools, an ideal solution to enroll pupils scattered across the Ksours.

Educational construction foresees 118 classes for the ksours of the south, but the problem is not solved, for the school-age population is increasing. The training of instructors has begun to be applied. School canteens are a very important activity, as they ensure a nutritional balance in a poor area.

9. "Rentrée scolaire. 2,663,000 élèves reprennent demain le chemin de l'école" (The beginning of the new school year. 2,663,000 students go back to school tomorrow). El Moudjahid, September 21, 1972, pp. 1-3.

There are 300,000 new pupils, and 60,810 going into secondary school. The preparation and the numbers throughout the country are indicated. Mohemedia, Ouargla, Chelghoum, Laid, Ain Temouchent, Lakhdarie, El Bayedh, Setif, Ben Ahnoun.

10. "Année scolaire 72-73. Ce matin 11e rentrée de l'école algérienne: Mr. Benmahmoud dans son discours: 'Notre détermination est toujours aussi forte de réaliser, pour notre système scolaire, les ambitions les plus élevées'" (School year 72-73. This morning the 11th year of the Algerian school: Mr. Benmahmoud in his speech: "Our determination is still as strong as ever to achieve, for our school system, the highest ambitions"). El Moudjahid, September 22, 1972, pp. 1 and 2.

During his speech, the minister of primary and secondary teaching fixed the objectives to be attained by the massive enrollment of nearly 2,600,000 students and recalled a certain number of problems inherent in the good running of the Algerian school. He recalled that during the preceding ten years, the numbers in primary school had tripled, and those in secondary school had been multiplied by 8. He spoke of the chapter relative to school constructions. The Arabization, the democratization and the Algerianization of instruction were the points developed next. There was no new recruitment of cooperants for primary schools this year. Lastly he spoke of the efforts made by the authorities of Algerian schools to surmount the inadequacies of a training inherited from the colonialism and to adapt teaching to their own situations.

11. "Ce que vous devez savoir sur la rentrée 72" (What you should know about the 1972 school year). El Moudjahid, September 22, 1972, p. 2.

This article gives the data for the beginning of the school year. In elementary education, the figures have tripled. The volume of numbers in teaching has also increased correspondingly. Also discussed are the situation of technical and secondary instruction, the school canteens and grants, as well as the measures which should be applied concerning, especially, Arabization and the autonomy of technical instruction. The new school organization has a 3-level system. Elementary instruction includes 6 years plus one so-called end-of-primary studies class. Technical education given in the Colleges of Technical Education which lasts 4 years, giving at the end a Certificate of Technical Education. Secondary education in the lycee: 3 years, and prepares for the different baccalaureates. The reform aims to unify the structures and methods and to make education more democratic.

12. "La rentrée scolaire dans de bonnes conditions" (The return to school under good conditions). El Moudjahid, September 23, 1972, pp. 1 and 2.

In ten years, the numbers of schoolchildren have tripled. Work-sites for educational buildings are springing up all over. The authorities' concern is always to be in advance of the school season. The question of the framework of education is discussed. Great material and intellectual efforts have

been made to make education more democratic. The school canteens have become veritable centers of animation of education and of struggle to combat certain deficiencies. Leisure activities have not been forgotten. New measures taken concern, above all, Arabization.

The National Pedagogical Institute is responsible for setting up all the didactic means necessary for the good functioning of the classes.

Cultural and artistic animation are developing greatly in school establishments.

Educational organization - Primary education

13. "Enseignement: les effectifs du primaire ont triplé depuis l'indépendance" (Teaching: the numbers of primary pupils have tripled since independence). Europe France Outremer, No. 510, July 1972, pp. 22-23.

It is in this domain that Algeria has made one of its most spectacular efforts. 735,000 pupils in 1961-62 in primary school, 2,180,000 at the beginning of the 71-72 school year.

In 1971-72 the reconversion of the Colleges of Technical Instruction into technicums was announced. There will be 2 cycles, one of 2 years, leading to a certificate of technical education, and a 2nd cycle of 2 years giving the title of technical "cadre."

There is still a critical lack of instructors, but the level is maintained thanks to efforts made on the pedagogical level and thanks to the didactic means. Algerianization will be complete in primary schools in 1972-73. Algeria still resorts to cooperation in secondary and higher education (7,153 in 71-72, out of 12,305). In order to achieve intensive use of buildings, material and teachers, a double session is practiced. The present situation is bilingual except for the first two years, which are completely in Arabic.

The instructors are 100% "Arabized." They are bilingual and the professors of technical education are divided into bilingual and Arabized sectors.

Algeria devotes 27.8% of its 1972 operating budget to education.

14. "Sidi Aich. I. L'enseignement: construire une école dans chaque village" (Education: to construct a school in every village). El Moudjahid, July 23-24, 1972, p. 2.

Many efforts have been made in every daira. The rate of school enrollment scarcely exceeds 40%, and the classes had between 50 to 60 pupils. Several operations of school construction have been launched. The wish is that every child finish the primary cycle in his own village. The 1972 program provides for 50 classes and 25 boarding places. Boarding occupies an important place in avoiding difficulties with recruiting teachers, but they still are reluctant to go to certain remote zones. The aim is the promotion of the man living in the country.

For secondary school, much remains to be done. The daira of Sidi Aich has no lycee and only one College of Technical Instruction with a dormitory, and one CNET with dormitory.

Educational organization - Secondary education

15. "Admission dans le 2e cycle du second degré" (Admission to the 2nd cycle of the second degree). El Moudjahid, July 15, 1972, p. 3.

There will be no limitation here this year as to number, but the procedure is undergoing modifications.

Seventy per cent of the students will be admitted in the fifth year of secondary education. Orientation towards the long cycle in the different sections must be made, with a maximum profitability and a maximum of justice. Others cannot go on to the long cycle, either because they have reached their "ceiling" and would be unable to benefit from instruction of the second cycle, or because they wish to turn towards a less speculative and a shorter type of instruction, or because they wish to w rk immediately.

The 4th year of secondary school constitutes an important threshold of orientation for the students engaged in secondary studies. The first cycle is composed of a common trunk of 4 years of studies in which the student accumulates and reinforces the knowledge and above all the mechanisms which are basic in all fields.

Educational organization - Vocational education

16. "Les instituts de technologie: une réponse exceptionnelle à des besoins exceptionnels" (The institutes of technology: an exceptional response to exceptional needs). Europe France Outre mer, No. 510, July 1972, pp. 24-25.

These institutes should make it possible to reabsorb the deficit coming from the traditional educational apparatus up until the time it was reformed. The school year lasts 11 months of the year, and the substructure is used to the maximum degree. They cover practically all sectors of the economy. The instruction is programmed. France gives technical assistance in 7 specialties by sending trainers (volunteers in national service, permanent experts). It is as yet impossible to estimate the results, but it is hoped that they will contribute to the technical promotion of the country, and that they will constitute a pedagogical laboratory for the future of the training. Meanwhile, the reform of higher education is intervening, and the technical institutes should disappear around 1976.

17. "A l'institut National d'Agronomie, M. Benyahia remet leurs diplômes à 31 ingénieurs" (At the National Institute of Agronomy, Mr. Benyahia gives diplomas to 31 engineers). El Moudjahid, July 2, 1972, p. 3.

These diplomas crown the achievement of 3 years of studies plus one year for the preparation of a dissertation. Mr. Benyahia mentioned the importance of this school, the aim of which is to train engineers specialized in the different branches of agronomy.

Speaking of the next university year in this Institute, the Minister indicated that the number of students would reach

300 to 400 in the first year. That is, within 4 years the number of engineers trained will be multiplied by 10.

18. "Fin de l'année scolaire à l'école paramédicale de Tlemcen" (The end of the academic year at the paramedical school of Tlemcen). El Moudjahid, July 4, 1972, p. 7.

This school functions in 4 classes and has a dormitory for boys and girls. This year, 73 students followed courses in two sections: male and female nurses' aides and male and female nurses.

There is 100% success in the examinations.

19. "Révolution agraire. La formation professionnelle; la valorisation de l'agriculture en bonne voie" (The agrarian revolution. Professional training; the promotion of agriculture is proceeding well). El Moudjahid, July 5, 1972, p. 1, suppl.

This is an important sector which cannot be neglected in an overall action of promotion of agriculture. Professional training benefits from adequate structures:

- the I.N.R.A.: this institute organizes, executes and publishes all works touching research;
- the I.T.A. of Mostaganem: trains a great number of applied engineers;
- the C.F.P.A.'s and the regional agricultural schools.

20. "Sortie de la 6e promotion des techniciens de l'aéronautique" (Graduation of the 6th class of aeronautical technicians). El Moudjahid, July 28, 1972, p. 3.

More than 200 technicians have been trained at the school in 18 months; the school has also received students in training periods from other countries.

21. "An X de l'indépendance algérienne. Industrie des biens d'équipement. Le matériel lectrique et électronique: une fonction primordiale dans le circuit économique. Problèmes de main-d'oeuvre et de formation professionnelle" (The year X of Algerian independence. The equipment goods industry. Electrical and electronic material: a prime function in the economic circuit. Problems of labor and professional training). El Moudjahid, August 19, 1972, p. 2.

The SONELEC takes a consistent interest in the training of men. The efforts made to employ Algerian citizens in its positions, the satisfaction of the demand for labor, projects and the promotion of the personality are discussed schematically.

22. "An X de l'indépendence. Les industries légères, le secteur sucrière. La formation" (The year X of independence. Light industries, the sugar sector. Training). El Moudjahid, August 31, 1972, p. 9.

The SOGEDIS has launched several actions of training and retraining, with training periods in foreign countries. In 1970, a specialized center of training in the sugar industry was opened in Sfisef. Courses were held at all levels,

starting in 1969, to teach Arabic.

23. "L'IAP plus de 1000 techniciens déja form s" (The IAP. More than 1000 technicians already trained). El Moudjahid, September 30, 1972, p. 5.

Opened in 1968, the institute trains higher techniciars in geology, geophysics, drilling of wells, petroleum refining, regulation, industrial mechanics and industrial design. A chemistry section will be opened and the school will accept women students. The length of studies depends on the specialty, but is between 11 to 12 months. The students live in dormitories. The students are recruited at the level of the 1st and 2nd parts of the baccalaureate. There are also foreign students, to whom grants are given. In 1972-1973 there will be 300 students.

24. "L'institut de télécommunications" (The telecommunications institute). El Moudjahid, September 30, 1972, p. 5.

There is a shortage of buildings and space. Awaiting the opening of a large complex, there has been no increase in the number of students, which is now 250. The institute trains higher technicians and applied engineers. The studies have a common base of 2 years, after which a choice is possible. The higher technicians follow theoretical and practical courses for another one and one-half years, with many periods of training. For the engineers, these courses last 24 months. The professors are Algerian Government Engineers (30), cooperants (20), French and Belgians, and 3 international experts of the PNUD-UIT technical assistance. The students live in dormitories. Parallel to this, the institute ensures the re-training of numerous "cadres" and technicians.

25. "Météo: Assister l'économie nationale" (Meteorology: Assisting the national economy). El Moudjahid, September 30, 1972, p. 5.

Set up in November 1970, this National Institute of Hydro-meteorology is to train men to assist the economy in the field of agriculture, of hydraulics, and of the promotion of arid or semi-arid zones. It trains three sorts of technician, technical assistants for meteorology (level of the end of the 3rd year secondary, studies lasting one year), higher technicians (level of the end of the 1st year, 2 years of studies), and applied engineers (level of the complete baccalaureate, 4 years of studies). 90% of the students live in dormitories.

Educational organization - Higher education

26. "En présence de MM. Zaiben et Benyahia: Remise des diplômes à la 4e promotion d'ingénieurs des travaux publics" (In the presence of Messrs. Zaiben and Benyahia: Issuing of diplomas to the 4th graduating class of engineers of public works). El Moudjahid, July 20, 1972, p. 3.

The Director of the establishment and the Minister of

Construction both emphasized the quality of the instruction and the importance of the role which devolves upon future engineers.

This year's graduating class numbers 23. The number in future classes will reach 30 in July 1974. It will rise to more than 100 as soon as lodging and facilities have been improved.

The school ensures a "workers' promotion" by recruiting students from within the administration. Of the 23 engineers promoted, 12 are civil servants.

27. "'Nous avons créé une Université à dominante scientifique' déclare le Ministre de l'Enseignement Supérieur et de la Recherche Scientifique" ("We have created a university which is predominantly scientific" declares the Minister of Higher Education and of Scientific Research). El Moudjahid, August 4, 1972, p. 4.

"We started from a very simple idea: what is the university for? There is no doubt that for a developing country the role of the university is to furnish the trained staff in sufficient quantity, with good scientific qualifications. The entire process of university reform stems from this idea" the minister said.

The objective is to supply competent and profitable trained personnel. There are problems at the university, but the students have received the reform favorably. The most positive aspect has been the mobilization of the student world for its effective application. Examinations have been divided up. The democratization of the university is now a reality. The students in the French language must have 250 hours of Arabic language.

28. "Au Palais Zirout Youcef. Séminaire d'information pour les étudiants algériens en Europe de l'Est" (At the Zirout Youcef Palace. Information seminar for Algerian students in eastern Europe). El Moudjahid, August 15, 1972, p. 3.

Mr. Kaid Ahmed has located the problem of Algerian youth, and more particularly of Algerian students, in the foreign universities. There will be 2 conferences per day until the 18th of the month. One of these will be devoted to the reorganization of education.

29. "Orientation scolaire: Les filières 'Technologie, chimie, physique, mathématiques'" (School orientation: the channels of technology, chemistry, physics, mathematics). El Moudjahid, August 15, 1972, p. 6.

These channels prepare for the professions indicated here. A diagram gives an idea of the organization of the studies. Following their secondary studies, those with scientific baccalaureates may choose from the different channels. The organization of the instruction in nodules makes possible a better orientation of the student in the sense of his not losing time if he decides to change branches.

The nodule is half-yearly, and corresponds to an overall schedule of 45 to 135 hours, including the courses, supervised

work and practical work. The curriculum is all the nodules necessary for a complete training. A channel is an ensemble of curricula including numerous common nodules and corresponding to related training. For each curriculum is given the most rational diagram of nodule arrangement, but others are possible. Success is determined by the system of continuous assessment. For each channel, the minimum and maximum numbers of nodules are set, in which a student may enroll simultaneously.

Adult education

30. "8 septembre 1972, Journée Internationale de la lutte contre l'analphabétisme" (September 8, 1972, Internation Day of Struggle against Illiteracy). El Moudjahid, September 6, 1972, p. 3.

The Ministry of Primary and Secondary Education has created an office for literacy within each bureau of national education and culture, at the level of the fifteen wilayas. One part of the teaching staff devotes part of its time to teaching literacy. Most of the ministries have taken some responsibility for literacy (recruitment of teachers, arranging schedules and buildings). "Post-literacy" will lead to permanent education.

Teacher training

31. "Tlemcen: stage d'animation culturelle pour les élèves de l'ITE" (Tlemcen: training period in cultural animation for the students of the ITE). El Moudjahid, July 21, 1972, p. 7.

A period of training in sports and cultural animation, the objective of this is to sensitize the instructors of national education on everything concerning this activity. It includes numerous discussions which will condition the future education from the standpoint of the country and will sensitize it to the national development.

32. "1646 enseignants formés à l'Institut de technologie de l'éducation de Tlemcen" (1646 teachers trained at the Institute of Educational Technology of Tlemcen). El Moudjahid, July 26, 1972, p. 3.

Since 1967, when the normal school of Tlemcen was created, 1,107 Arabic-speaking and 539 French-speaking instructors have been trained at that establishment.

There has been a clear improvement in the domain of the training of teachers in the national language. On the other hand, there is a drop in the number of French-language instructors.

The methods used at the ITE are auto-training, auto-control and auto-correction.

The new Institute of Technology which will open this year, will receive 510 students.

33. "Tlemcen: 271 animateurs culturels formés pour les écoles de la Wilaya" (Tlemcen: 271 cultural organizers trained for the schools of the Wilaya). El Moudjahid, August 3, 1972, p. 7.

This training period organized at the ITE of Tlemcen by the Ministry of Primary and Secondary Education, grouped 271 students of the ITE, who familiarized themselves with the techniques of cultural animation in all its aspects. The aim is to sensitize educators to a complete instruction of the pupil. Several workshops were put at the students' disposal -- audiovisual, dramatic arts, bookbinding, photography lab, information and painting, and numerous conferences and inquiries were organized for those attending the training period.

Artistic education

34. "Le conservatoire d'Oran fête la fin de l'année scolaire" (The conservatory of Oran celebrates the end of the school year). July 6, 1972, p. 9.

The teaching body has been sensitized to the importance of its role in the training of our future "cadres;" there has been a pedagogical organization resolutely turned towards the future, and the conservatory has been able to function and to receive more than 500 students.

Another concern has been decentralization. A leading place should be given to national expression. The conservatory orchestra is able to play both universal classical music and Andalusian and Oriental music.

Special education

35. "Pour une participation de l'aveugle à l'édification du pays" (For a participation on the part of the blind in the edification of the country). El Moudjahid, August 19, 1972, p.4.

There are 70,000 blind people in Algeria, 10,000 of whom are of school age. A government project ensuring social protection of the blind includes paragraphs concerning education (free and obligatory, given in specialized establishments then in lycees after the fourth year of secondary school), and technical and professional training (organization of appropriate centers of professional training).

Arabization and bilingualism

36. "Arabisation et formation: objectifs de la Révolution Culturelle" (Arabization and training: objectives of the Cultural Revolution). El Moudjahid, July 6, 1972, p. 6.

Arabization has been one of the major concerns of the country. Primary instruction has been 100% Arabized. In secondary school, the 1st and 2nd years are entirely Arabized, while the classes of the 3rd, 4th and 5th years have been partially so. Certain programs in these years, such as history, have been entirely Arabized. In higher and technical education, total Arabization is progressing well.

Another problem is that of school construction. This

accelerated construction does not always follow the progression in the number of students, but should in coming years make it possible for all children to find places in school.

Training has also been followed in detail. In this context, the Institutes of Technology have arisen.

Concluding this rapid glimpse at the achievements in the field of education, a study is next made of what happens in the university, the cradle of the Algerian revolution.

37. "Sixième séminaire sur la pensée Islamique. Les 41 recommandations des participants" (Sixth seminar on Islamic thought. the participants' 41 recommendations). August 12, 1972, p. 2.

This is the integral text of the recommendations during the closing session on August 11 at the Palais des Nations. Certain recommendations concern education.

- The necessity of completing all teaching establishments and all new organs by an Islamic education;
- Consideration of the national and Muslim history, and then of Western history, in drawing up history books;
- Introduction of the history of ancient and modern Muslim nations into the educational programs;
- Indications of directives relative to the teaching of history in Muslim countries;
- Making the teaching of Islamic doctrine widespread and introducing this instruction into school programs at all levels;
- Opening Islamic universities which would teach all the modern sciences;
- Creating education institutes training competent messengers;
- Developing the teaching of classical Arabic among the youth of Islamic countries.

38. "Déclaration du recteur de l'Université d'El Azhar à son départ d'Alger" (Declaration of the rector of the University of El Azhar on his departure from Algiers). El Moudjahid, August 13, 1972.

The rector of the University of El-Azhar of Cairo made particular mention of the government's sustained effort in the domain of Arabization. "This is," he said, "one of the greatest achievements to be attributed to the Algerian revolution."

II. LIBYA

Philosophy and theory of education

39. "munjaza:t tawrat al-fa:tih min sebtembir, mahaliyan, qawmiyan, 3a:lamiyan" (The achievements of the First of September: locally, nationally, internationally). Ministry of Information, Bureau of Public Relations, September 1971, pp. 119-130.

This chapter is mainly a comparison between educational states of affairs in Libya, before and after the Revolution of September 1969. The accent is placed on the qualitative changes brought about by the Revolution in the area of educa-

tional goals, and practices, through educational planning and on the basis of choices that give priority to scientific knowledge and technological advances. Some interesting figures are worth mentioning: 72 per cent of the population is illiterate. Literacy studies are underway to eradicate this disease over a fifteen-year period. In 1968-1969, there were 9,371 primary school teachers for 270,617 pupils (a ratio of 1/29); 51% of the teachers were not qualified. Twenty-five training centers were set up throughout the country; up to 1971, 5,617 teachers participated in training sessions. To enforce compulsory schooling policy at the primary and intermediate levels, new classrooms had to be built to replace the rented ones used by the old regime. 277 classrooms out of 1020 for the primary level, 310 out of 680 classrooms for the preparatory level, and 40 classrooms out of 136 for the secondary level are ready.

Regarding higher education, the figures are: 445 teachers of whom 223 were appointed after the Revolution. 21 faculties have a doctorate degree and 80 have an M.A. and are preparing to offer a doctorate. The number of students is 3,163, 404 of whom are girls.

III. MOROCCO

Philosophy and theory of education

40. "Les années scolaires se succèdent et . . . empirent" (The school years go by and . . . get worse). L'Opinion, September 9, 1972, p. 11.

For those who have obtained prizes and diplomas, the difficulty is entering active life. It is impossible for the authorities to adopt an instruction which is in accordance with the requirements of the market. A broad diffusion of training among the categories which are least favored, is indispensable for the progress of the country and constitutes a powerful tool for economic development and a factor of social progress. It is indispensable to construct more schools to make it possible for young people to acquire new qualifications which are required by technical developments.

Educational statistics

41. "Alors que 75% des Marocains habitent à la campagne, la population rurale scolarisée n'est que de 530,000 élèves. 28% de cette proportion ne fréquentent que l'école coranique" (While 75% of Moroccans live in the country, the rural population enrolled in school is only 530,000 pupils. 28% of this proportion only go to Koranic school). L'Opinion, August 31, 1972, p. 4.

A general census of the population was taken in July and August 1971.

Within the framework of this census the rate of illiteracy is 76% in 1971, as compared with 83% in 1960. In the urban environment, the fall is dramatic. There, 59% of the students at the modern school stopped at the primary level, 38% at the secondary level, and 3% followed higher studies.

Educational organization

42. "Après la fin de l'année scolaire, le succès et l'échec ont-ils réellement un sens?" (After the end of the school year, do success and failure really have a meaning?). L'Opinion, July 4, 1972, p. 6.

Both for those who have obtained a diploma and for those going from one class to another, uncertainty and apprehensiveness are a common factor. The first fear not finding a job, the others fear new disturbances during the school year.

The lack of confidence stems from the serious problems which arise in education every year, as well as the dangerously insufficient offer each year in employment.

For a long time now, the years have passed with no improvement. And the number of those who obtain diplomas without finding jobs thereafter, grows each year.

43. "Réunion de l'Amicale des Associations de Parents d'Elèves de Rabat-Salé. Toute réforme qui ne vise pas à débarrasser l'enseignement de la dépendance culturelle est tronquée" (Meeting of the Amical of the Students' Parents Associations of Rabat-Sale. Any reform which does not aim at freeing education of cultural dependence is incomplete). L'Opinion, July 24, 1972, p. 1.

Studied during this meeting were the situation in secondary education, the margin for reform, the numerous problems, and the neglect of Arabization.

44. "U.G.E.M. Recommandations de la Commission de l'enseignement" (General Union of Moroccan Students. Recommendations of the Education Committee). L'Opinion, August 1, 1972, pp. 1 & 5.

The tenth congress meeting in Rabat on July 28-30, studied the current situation in education and denounced the present policy of French-oriented studies. The first three-year plan (1960-1964) had provided for the completion of universal education for children aged 7 years in October 1964, and the percentage of admissions in primary school was to go from 41% in 1957 to 100% in 1968/69. But these figures deviated dangerously, due to an unpopular government.

The weakness of the level of instruction has become obvious at all levels.

The UGEM considers it necessary: to make primary education universal; to remove the barrier separating primary from secondary education; to Arabize all levels according to a precise plan; to create a Moroccan school; to make professional training obligatory; to consider the scientific disciplines; to improve higher education; by a plan of professional and technical education to endow the country with the cadres necessary in various fields; to train the necessary number of teachers in order to eliminate cooperation.

A syndical file was drawn up which concerned all 3 levels. The training and situation of teachers must be improved, and children must begin at the age of 5 instead of 7. For secondary education, students from poor families must be given support, and the organization of examinations must be

reconsidered.

In higher education, several reforms concern Arabization, the libraries, polycopies, grants and examinations.

45. "Qu'a-t-on fait pour la prochaine rentrée scolaire" (What has been done for the beginning of the next school year). L'Opinion, September 9, 1972, p. 8.

Several questions arise for this school year -- the number of places available for all children of school age, the amelioration of the system of school books. The chief question is seeing a change made despite the obstacles to the operation of education.

Educational organization - Primary education

46. "Enseignement primaire: pourquoi les responsables parlent-ils toujours de généralisation?" (Primary education: why do the authorities always speak of generalization?) L'Opinion, September 8, 1972.

The development of widespread education depends on the effort made in the field of facilities by the government, and on the trained staff available. Between 1967/68 and 1970/71, the total number of pupils in primary schools increased by only 6.3%, which is the same as saying that school enrollment on the primary level has recorded only a rate much lower than 2% per year.

The total number of pupils went from 1,116,000 in 1967/68 to 1,185,000 in 1970/71. An enormous number of children do not find places in the schools.

47. Tebani, Ahmed. "Il est temps de réformer l'enseignement primaire" (It is time to reform primary education). L'Opinion, September 18, 1972, pp. 1 & 4.

The question of education is an acute one in Morocco. In this society in which education remains a prerogative of the dominant minority, many problems arise for poor families (entry of children in school, repetition of years, the case of children who fail primary school).

Figures show how lamentable is the situation of primary education in the province of Kamitra. The minister has undertaken nothing worth mentioning.

Educational organization - Secondary education

48. "Le bac, un visa pour un avenir hypothétique" (The baccalaureate, a visa for a hypothetical future). L'Opinion, July 28, 1972, p. 5.

The baccalaureate is a visa to go on to the Faculty, but the young are fairly disillusioned. They have become acutely aware of the fact that the instruction given is not suited to the real situation in the country. The problems in education show that there is no agreement between the school and the economy.

49. "L'Editorial de notre confrère 'Al Alam'. Le baccalauréat." (The editorial of our colleague "Al Alam." The baccalaureate). L'Opinion, July 28, 1972, p. 4.

The responsibility for failure will fall first on the educational system. The baccalaureate is one of the diplomas which points up the principle of unification of instruction (French, Franco-Moroccan, Jewish, Arabized, bilingual instruction). A reform is necessary, and this requires a popular council of education. Education must be free and meet all its requirements in trained staff, in instruction and in sciences. The government is improvising solutions and making promises, but the problem remains.

50. "Après l'attente fièvreuse des résultats du bac, que réserve l'avenir aux lauréats et aux recalés?" (After the feverish wait for the results of the baccalaureate, what does the future hold for those who succeed and for those who fail?) L'Opinion, July 29, 1972, p. 8.

After awaiting the results, those who have succeeded are beginning to wonder what this diploma is really going to bring them. After 7 years of studies, the young person finds himself without professional training. In Morocco, unemployment is reaching all categories of the population. It is more important for the country to create technicians.

51. "Oujda. Le bac: un véritable méli-mélo" (Oujda. The baccalaureate: a real hodge-podge). L'Opinion, August 2, 1972, p. 7.

There has been a desire to save this school year at any price, in order to prepare a better one for next October, but without a real reform, this will not be possible. This article treats the different problems encountered by the students who have taken the baccalaureate. Those who have succeeded are wondering about its value and utility.

52. "Un séminaire de langue anglaise suivi par 88 jeunes" (A seminar on the English language followed by 88 young people). L'Opinion, September 13, 1972, p. 5.

Two groups of young Moroccans attended, from August 13 to 26 and from August 27 to September 9, a seminar on the English language organized at the National Center of Chenes by the American Cultural Center. For the most part they came from the 5th and 6th years of secondary school.

Educational organization - Vocational education

53. "Distribution de prix au Centre de formation aéronautique" (Distribution of awards at the Center for Aeronautical Training). L'Opinion, August 2, 1972, p. 6.

For the students who followed the courses of technicians' training of "Royal Air Maroc" and for the technicians of civil aeronautics and meteorology, it is interesting to note that 7 navigating mechanics, 16 ground mechanics, and 9

Moroccan pilots, as well as 13 Algerian mechanics obtained their diplomas at the end of the 1972-73 year.

54. "Création de l'Institut Supérieur de Commerce" (Creation of the Higher Institute of Commerce). L'Opinion, August 16, 1972, p. 4.

The Higher Institute of Commerce and Business Administration, a project carried out with the help of the Chamber of Commerce and Industry of Paris, will open in Morocco next fall. Part of the teaching body will be recruited in Morocco, from among young Moroccans who have graduated from the Technical Institutes, and 8 cooperants will teach there as well (6 from the Institute of Higher Commercial Studies and 2 engineers from the Institute of Technology). Professors from the Paris Chamber will come during the year.

55. "Séminaire sur la psycho-pédagogie de la formation industrielle" (Seminar on the psycho-pedagogy of industrial training). L'Opinion, September 24, 1972, p. 6.

The definition of a policy of training meeting the real objectives of the business, and putting it into application -- such are the objectives of this seminar, which treats the aims, the regulations and the organization of the policy of training.

56. "Concours à l'Ecole de Maitrise minière de Khourigba" (Competition at the School of Mining Mastery of Khourigba). L'Opinion, August 26, 1972, p. 5.

The bureau of mines and of geology is organizing an entrance competition to the School, which has a two-year program for training technicians and masters in maintenance mechanics and electromechanics for the mining industry. In order to qualify, one must have at least the level of the 6th year of technical education.

57. "Avis de concours d'entrée à l'Institut National du Cuir et du Textile de Fes" (Announcement of the entrance competition for the National Institute of Leather and Textiles of Fez). L'Opinion, August 27, 1972, p. 4.

The Institute is designed to train, in two and three years respectively, technical agents and technicians in the different fields of leather work and textiles: shoes, tanneries, spinning, weaving, dyeing and finishing. The students will receive a monthly grant of 150 dirhams. Candidates must be between the ages of 15 and 25, and have a Certificate of Secondary Studies or have completed the 4th class of secondary school.

58. "Création de 2 centres de formation des cadres" (Creation of 2 centers for the training of cadres). September 1, 1972, p. 4.

These centers are:
The Higher Institute of Commerce and Administration. This prepares for the exercise of the higher functions in the

businesses of the private and public sectors. The studies last three years. Admission is by competition for those with baccalaureates (mathematics, educational sciences, economics);

The Practical Mining School ensures the training and perfecting of technicians and masters agents for the mining sector. It is divided into 3 sections.

59. "Création à Rabat d'un centre de formation des journalistes" (Creation at Rabat of a center for the training of journalists). L'Opinion, September 13, 1972, p. 4.

Created within the Ministry of Information, it is the mission of this center to ensure the training, perfecting and re-training of trained journalists. It prepares its staff for competitions and organizes periods of practical preparation, cycles of perfecting and information seminars. Two cycles are organized for the training of editors and columnists. There is one one-year cycle, and one cycle of three years.

Educational organization - Higher education

60. "Ouvrage sur les diplômes et titres etrangers and nationaux reconnus" (A work on foreign and national diplomas which are recognized). L'Opinion, July 9, 1972, p. 3.

This work, edited by the bureau of public functions in the Ministry of Administrative Affairs, treats the diplomas which give access to public functions. Some equivalence of diplomas is imperative, because of the diversity of the training received by the candidates. Lists exist already fixing the diplomas recognized as equivalent to those accepted by decree, but they are very numerous, and there is thus a necessity to regroup them.

61. "Il est temps de penser à la rentrée universitaire" (It is time to think about the beginning of the next university year). L'Opinion, August 31, 1972, p. 5.

The city of Rabat is the first university center of the country. This function requires of it things which other cities do not have to face. It is time that the authorities faced certain problems and solved them -- for example: transport; environmental planning; culture and sports.

62. "Bacheliers scientifique et littéraire, élèves des 6e années scientifiques. Etudiants admis en 2e année de Faculté" (Holders of scientific and literary baccalaureates, students in sciences in the 6th year. Students admitted to the 2nd year of the Faculty). L'Opinion, September 7, 1972,

The regional pedagogical centers depending on the Ministry of Culture offer those with scientific and literary baccalaureates and students of the sciences in their 6th year, the possibility of becoming, in two years, 1st-cycle teachers.

The students live in dormitories, and receive a monthly allowance of 414 dirhams.

63. "L'UGEM dénonce les arrestations illégales des étudiants" (The UGEM denounces the illegal arrest of students). L'Opinion, September 7, 1972, pp. 1 & 4.

The executive committee of the General Union of Students of Morocco held an extraordinary meeting devoted to examining the student situation. It energetically denounces the repressive arrests and oppression to which the masses of all political tendencies are being subjected. It manifests its solidarity with and total support of the victims.

64. UNESCO hier à Rabat, fin des travaux de la réunion sur la reconnaissance des diplômes dans la Méditerranée" (UNESCO yesterday at Rabat, end of the work of the meeting on the recognition of diplomas in the Mediterranean). L'Opinion, September 16, 1972, p. 4.

The work of the experts on the recognition of studies and diplomas of higher education in Mediterranean countries ended yesterday in Rabat. They discussed mechanisms in view of increasing the mobility of researchers and students and of helping overcome the difficulties which those who complete their training in foreign countries, meet in their own.

Arabization

65. Ahmed, Najib. "L'arabisation: partie intégrante du processus de décolonisation" (Arabization: an integral part of the process of decolonization). L'Opinion, September 13, 1972, pp. 1 & 4.

Arabization, which is usually conceived of as one of the major problems of Moroccan education, goes beyond the framework of this and directly concerns the society, the culture and the economy of Morocco. Faced with this choice, the authorities have shown an attitude characterized by hesitation, ambiguity and improvisation.

The Arabization carried out in primary schools in 1967 delayed the studies in the secondary, which was not Arabized, leading to a disorientation of the students. Arithmetic has been put back into French in the last 3 years of the primary.

In secondary schools, Arabization is progressing very slowly and lacks continuity.

It is minimal in higher education. The authorities are unaware of the deepest aspirations of the Moroccan people for the spreading of the national language and culture. The Arabization of education must be accompanied by an Arabization of the economy and of the administration.

IV. TUNISIA

Philosophy and theory of education

66. Nasif, Mohamed. "ara:un fi at-tarbiya" (Views on education).

Tunis, S.T.D. 1972. 202 pages.

The educational views presented in this book come from various sources. In a first part, the author draws on official speeches and documents belonging to the 1970-72 period. There follows a part centered on education in its relationship to the individual and society. In a third part, the author introduces in a summary form the views of great educators from both East and West. The last part of the book, and the longest, consists of a number of short excerpts from recent writings on education.

67. "Bourguiba préside la journée du savoir au campus universitaire. Nous avons choisi le devenir le plus dur - la démocratisation de l'enseignement" (Bourguiba presides over the day of knowledge at the university campus. We have chosen the hardest task - the democratization of education). L'Action, July 2, 1972, pp. 1 & 4.

The democratization of teaching has become a primordial aim. One-fifth of the population has been enrolled in school. Education is a social function, and therefore the object of a permanent revision, of criticism and of continuous studies. One of the dangers is the imbalance appearing between the different sections. This is serious and important, and necessitates an analysis of the situation and a revision of policy.

Concerning the university, the future cannot lead to anarchy. Youth is in its essence revolt and misguidance, but in a country like ours, it must be oriented against ignorance and under-development. A project for reform has been published and submitted to the educators concerned and to the national assembly. The educational policy must be rethought.

68. "M. Mzali au séminaire des cadres des colonies des vacances. La démocratisation de l'enseignement et le respect des valeurs morales sont les critères de notre politique" (Mr. Mzali at the seminar of the trained staff of vacation colonies. The democratization of education and respect for moral values are the criteria of our policy). L'Action, July 4, 1972, p. 2

On this occasion Mr. Mzali gave an important speech on the education of young people. "We must start from the idea that any educational work is a project of civilization." He spoke of democratization of education and of the problem of repeating classes, as well as of the necessity for professional training. For higher education, he mentioned the project of the creation of upper classes in the high schools. Finally, he emphasized the veritable democratization of higher education.

69. "M. Sayah préside la séance de clôture du séminaire des professeurs chargés des activités de la jeunesse scolaire" (Mr. Sayah presides over the closing session of the seminar of professors responsible for the activities of school youth). L'Action, July 18, 1972, p. 2.

The policy of universalizing education followed by the Party and the government is the result of a philosophy and a choice, but this choice could be followed only at the price of a general lowering of the level.

70. "Al madrasa al-maftu:ḥa" (The open school). No. 1, September 1972.

This is a new "educational and cultural monthly review." It purports to focus on open education, its meaning, its problems and its approaches to the various aspects of education (social, political and economic) in Tunisia.

On first consideration the Review will be of great help to the elementary school teacher, as it involves among other items, articles on scheduling, grading, reading, examinations, inspection, etc. It does not pretend to know (or provide) the answer to problems. But it does claim to raise questions and "positive, creative doubt" (p. 49).

71. Bilal. "kaifa yastaqu:mu ni'amuna at-tarbawi" (What foundation to our educational system?). Al-Amal, September 14, 1972.

The author discusses the components that go into the making of solid foundations for a Tunisian educational system. The issue of quality and reform in education, he explains, is two-dimensional. It is cultural in the sense that education embodies and is closely related to what the national spirit has selected. It is economic in that education should lead to economic self-sufficiency.

The author emphasizes the need for objective criticism in order to maintain the educational system in close relationship with other national institutions and thus avoid isolation. As to educational planning, it should be realistic and heedful of priorities. The educational content should be related to the employment market, and take into consideration the parents' wishes and the learners' abilities. In this respect the author points to the necessity of keeping a balance between students in the field of arts and those in science and technology, as the need for the latter areas is becoming increasingly felt in developing countries. In the author's view, the coming decade will see an improvement in the quality and output of education in Tunisia.

72. Labidi, Ibrahim. "in ka:a at-taʒli:m fi: ha:ja lilisla:h..." (If education is in need of a reform . . . what the system of inspection needs is a "purge"). Es-Sabah, September 18, 1972.

Mr. Labidi draws the policy-makers' attention to the fact that "the most important reason for the decrease in the effectiveness of teaching in our developing country . . . is the system of inspection in use since 1958," and he raises questions about the successfulness of this system.

The author argues that the Tunisian system of inspection is in dire need of a "revolution" in order for it to ensure for the people a high quality teaching from which they can

derive pride. He then proceeds to discuss the philosophical and psychological dimension of the inspector and of his role in improving the quality of teaching.

Educational statistics

73. "Dans un discours devant le Président de la République à l'occasion de la journée du savoir. M. Mzali: Nos réalisations en matière d'enseignement ont donné tout ce que nous pouvions imaginer, il y a sept ans" (In a speech before the president of the republic on the occasion of the Day of Knowledge. Mr. Mzali: Our accomplishments in the field of education have yielded everything we could have imagined seven years ago). L'Action, July 4, 1972, p. 2.

In a speech before the president, a report was given on the school year. 3,785 candidates participated in the baccalaureate in June. 1,230 were accepted, or a rate of 32.4%. In the technical economics section, 1064 candidates competed, and 331 were admitted. In the industrial technical section, of 1054 candidates, 313 were admitted. Out of 3,260 candidates in the normal schools, 394 were admitted. In higher education, the figures were: 186 candidates for the science teaching degree: 118 admitted; 85 candidates for the licentiate of theology: 66 admitted; 306 candidates for assistant professorships: 197 admitted; 23 candidates for the diploma of the Higher Institute of Administration: 22 admitted. All 23 of the candidates in Higher Commercial Studies were admitted.

Educational organization

74. "Examen de la réforme des enseignements primaire et secondaire" (Examination of the reform of primary and secondary education). L'Action, July 16, 1972, p. 1.

The Ministerial Council heard a discussion by the Minister of Education presenting a series of reports concerning the reform of primary and secondary education. He presented a project of reorganization of the Center for Economic and Social Studies and Research.

75. "Les travaux du séminaire régional du secretariat professionnel international de l'enseignement se poursuivent" (The works of the regional seminar of the international professional secretariate of education continue). L'Action, July 25, 1972, p. 3.

The theme of the work is the following: "methods of instruction of civic and social education and the insertion of these subjects in the programs of primary and secondary education."

76, Abid, Abderrahman. "mes'uliyatul usra wal-madrasa fi: irtifa:3i a3da:di al-fa:shili:n" (The responsibility of school and family in the increase of dropouts). Es-Sabah, August 7, 1972.

While recognizing that the reasons for dropping out are to be sought in a complex set of circumstances that go beyond the school and the family, the author argues that the policy of democratizing education and the schooling explosion ensuing from it (and the inevitable decrease in standards of education and teacher training) are responsible for the condition of the 100,000 school dropouts who need employment.

The family is not up to facing the dilemma and has not been prepared to provide help either to schools or to employment infrastructures. The author raises the question of the role which schools should play vis-a-vis the population they serve: be content to provide education, or prepare youth for a job in collaboration with employing institutions.

77. Abid, Abderrahman. "al-mada:ris al-Xa:ṣa wa daw:uha fi: hali ma sha:kili at-taʒli:m al-mustaʒṣiya" (Private schools and their role in solving difficult educational problems). Es-Sabah, August 8, 1972.

In assessing the role of Tunisian private schools, the author says they have done a good service to the country: indeed, they manage to keep a substantial number of students off the streets, and fulfil their educative task despite the lack of funds and the often negative attitude of both teachers and parents.

Private schools are charged with being money-making institutions that are not interested in the progress of their pupils and are unconcerned with research to improve their pedagogical methods. In this latter respect they differ little from government schools.

In the author's view, private schools do not serve the interests of the Tunisian family since their graduates -- a small number -- cannot successfully compete with government school graduates on the job market. To do so, and thus contribute to the improvement of the Tunisian family, private schools should revise their curricula in accordance with the requirements of modern society and along lines provided by the reform envisioned for the government school curriculum.

78. "Le Ministère de l'Education a élaboré quatre projets de loi:Réforme de l'enseignement universitaire; réforme de l'enseignement primaire; réforme de l'enseignement secondaire; un projet intéressant le budget du Ministère" (The Minister of education has drawn up four legal projects: reform of university education; reform of primary education; reform of secondary education; a project concerning the budget of the Ministry). L'Action, August 13-14, 1972.

During a work session in the governorate of Sfax, numerous questions were discussed, especially concerning the setting up of a university in Sfax.

The Council of Ministers has already studied the first project concerning education. The other three will be studied by the Higher Council of Education. The Department of Education is to draw up statutes for education.

79. "Présidant à Moknine une tribune libre consacrée à la réforme de l'enseignement, M. Mzali: la réforme vise à enraciner l'enseignement dans les réalités nationales et à l'adapter aux exigences du marché de l'emploi" (Presiding in Moknine over a free discussion devoted to the reform of education, Mr. Mzali: the reform aims at rooting education in the national realities and at adapting it to the requirements of the job market). L'Action, September 7, 1972, p. 2.

During a free discussion, Mr. Mzali, Minister of Education, attempted to define the imperatives of the reform of education and the motives and perspectives of the action undertaken by the department of education to improve the level of instruction both qualitatively and quantitatively.

He emphasized the various aspects of the reform.

On the subject of school exclusions, the minister indicated that, contrary to rumors that have been spread, the proportion of pupils rejected does not exceed 10% and hits only pupils who are repeating their years, who do not have the required average and who have exceeded the age limit. He then spoke of the authenticity of education and of Arabization.

Educational organization - Secondary education

80. "Au cours d'un diner-débat organisé par l'amicale des directeurs des établissements d'enseignement secondaire. M. Mzali: la réussite de l'enseignement est fonction de la bonne gestion des écoles" (During a dinner-debate organized by the Amical of the directors of secondary education establishments. Mr. Mzali: the success of education is a function of the good administration of the schools). L'Action, July 14, 1972, p. 7.

The participants, along with the authority of education, carried out a frank and constructive debate on the future of education in Tunisia. Mr. Achour recalled the numerous measures adopted by the ministry of education for the directors of secondary education. Mr. Mzali indicated that the ministry is working for the promotion of this category of education and recalled the conception in the field of education, also speaking of the problem of dropouts.

Educational organization - Vocational education

81. "La formation hotelière en Tunisie. Une interview de M. Radhi Saada chef de la division de la formation des cadres à l'ONTT" (Training in the hotel industry in Tunisia. An interview with Mr. Radhi Saada, head of the division of the training of staff at the national bureau of tourism and spas). Information conomique africaine, vol. 12, no. 3/4, 1972, pp. 17-20.

The annual growth rate of tourism will lead to the creation of 3,200 jobs each year. The National Bureau of Tourism and

Thermalism has unceasingly made considerable efforts to train young people. The head of the Bureau, Radhi Saada, wished to clarify the role of the Bureau in this field. Eight training centers were opened in 1965, despite 2 important difficulties: buildings and teachers. Cooperation is making contributions in supplying technical,equipment, in sending teaching experts, and in training Tunisian instructors. For more advanced training, specialization has been introduced to replace the polyvalence which was incompatible with accelerated training.

82. "Au cours d'une séance de travail le Dr. Dhaoui Hannablia fait le point de la situation dans l'enseignement agricole" (During a work session, Dr. Dhaoui Hannablia gives a report on the situation in agricultural education). L'Action, July 2-3, 1972.

Dr. Dhaoui Hannablia gave an overall view of the situation, and then studied the concerns of the authorities and indicated the latest decisions made concerning the new orientation of agricultural education. A prospective law bears on the quantitative and qualitative modification of education. In 1971-72, 38 students obtained their diplomas (69 students out of 223 enrolled in the specialized institutes succeeded in their examinations).

83. "M. Dachraoui, 'Doubler la capacité de formation professionnelle afin de récup rer 94.4% des défaillants de l'enseignement'"((Mr. Dachraoui, "Double the professional training capacity in order to recuperate 94.4% of those who drop out of the schools"). L'Action, July 9, 1972, p. 2.

During a dinner-debate, Mr. Dachraoui, minister of social affairs, answered several questions. Concerning those who drop out of the schools, 3 projects are being prepared:

- encouraging those with professional diplomas to set up;
- using government workshops to train a certain number of dropouts;
- doubling the training capacity.

Professional training is a condition for the achievement of the employment objective which is considered as the priority of the next decade.

84. "Au JORT. Organisation de l'enseignement agricole" (In the Official Gazette of the Tunisian Republic. Organization of agricultural education). L'Action, August 12, 1973.

Announced in the Official Gazette of August 4-8, 1972, was an organization of agricultural education.
1st degree - professional agricultural education; makes possible, after primary school, a practical training permitting students to become qualified or specialized workers;
2nd degree - secondary agricultural education; following the 1st cycle of secondary lycee education, this enables students to pursue higher agricultural studies or to work as middle-level trained staff;

3rd degree - higher education; this is pursued in the National Agronomics Institute and the specialized institutes and makes it possible to exercise, according to the cycle, the activities of agronomics engineer or higher technician. A cycle of specialization is provided for.

A Higher Council of Orientation of Agricultural Education is to be created.

85. "R trospectives decennales de l'agriculture dans la r gion de Bizerte. Forces et faiblesses de la formation des cadres agricoles" (Retrospectives over ten years of agriculture in the region of Bizerte). L'Action, August 23, 1972, p. 6.

Agricultural education is ensured by two professional training centers oriented towards the practical aspect. These are, the Agricultural Center of El Azib and the Fishing Center of the City of Bizerte.

Instruction of a higher level is ensured by the agricultural lycee of Mateur. The disciplines taught here are based on both theoretical and applied science and ensure the training of technical assistants.

Each of the establishments and the numbers of their students are studied in detail.

Educational organization - Higher education

86. "Le Ministre de l'Education nationale dresse un bilan de l'ann e scolaire et universitaire. M. Mzali: Notre pr occupation fondamentale est de garantir l'enseignement une vertu fonctionnelle pour l'adapter nos r alit s et nos besoins" (The Minister of National Education draws up a report on the school and university academic year. Mr. Mzali: Our basic concern is to guarantee education a functional virtue to adapt it to our realities and to our needs). L'Action, July 6, 1972, pp. 1 & 4.

This report was made at the session of the Higher Council of Education created on June 26, 1971 and the role of which is a consulting one, on all questions touching the field of education.

According to Mr. Mzali, the university and school year has followed a normal development in so far as pursuing the efforts made to raise the level of instruction is concerned, and better to adapt it to the national objectives.

In the field of reform, the projects drawn up are preceded by a consultation broadened to include all levels. There followed a debate on the subject of the choices in the field of education. The problem of the profitability of education is drawing the special attention of the authorities. A thorough study must be made on the problem of repeating students.

87. "Pr sidant l'ouverture de la conf rence internationale des tudiants, M. Ayari, ministre de l' conomi se prononce pour une red finition de rapports entre universit et soci t " (Presiding over the opening of the international students' conference, Mr. Ayari, minister of the economy, declares himself in favor of a redefinition of the relations between the university and society). L'Action, July 7, 1972, p. 2.

Mr. Ayari gave a conference on "The university at the service of economic, social and cultural development in the Third-World countries."

He defined the role and the structures of the university in the world and in particular in these countries.

He said that the university is oscillating between the myth of the enterprise in its quality as a veritable factory for training cadres subject to the objectives of profitability and the myth of the other system in its quality of contesting the structures of production and consumption as well as the values of society.

88. "Présidant la cérémonie d'installation du conseil de perfectionnement de l'ENIT, M. Mzali, 'le gouvernement est décidé à accorder tous les moyens nécessaires à l'ENIT pour lui permettre de compléter l'infrastructure existante'" (Presiding over the ceremony of installation of the perfecting council of the National School of Tunisian Engineers, Mr. Mzali, "The government is determined to grant all the means necessary for the ENIT to complete the existing substructure"). L'Action, July 8, 1972, p. 2.

In a speech given on this occasion, Mr. Mzali recalled, among other things, the

- school year of 11 months, week of 40-60 hours, systematic full time;
- orientation at all the levels of the cycles of studies;
- continuous assessment, maximum internal yield;
- Tunisification of instruction by the insertion of Tunisian economic and industrial works;
- development of international cooperation.

89. "En marge de la réforme de l'enseignement: L'accès à l'enseignement supérieur et la notion d'orientation" (In the margin of the reform of education: Access to higher education and the idea of orientation), by Mohsen Harbi. L'Action, July 22, 1972, p. 2.

In Tunisia, education is considered the chief condition for social promotion. The question raised is that of the effectiveness of higher education. Commissions have met to analyze the university crisis. Several questions must be resolved: dropouts at the level of the first cycle; suiting employment, function and orientation to one another; the value of the baccalaureate.

A ministerial project proposes one year of university pre-orientation, decentralized, with vertical classification of the students. This proposal raises the problem of the place of the baccalaureate, of democratization, of access to higher education, of the psychological ghettos created by the vertical classification. The quality of the orientation is called into question.

The employment-training function cannot be carried out without a reform of the training departments and organisms, and the creation of a function of research and planning.

90. Nouira, Hedi. "Rôle de l'étudiant destourien dans la collectivité nationale" (The role of the Destourian student in the national community). Speech, July 28, 1972, 17 pp.

This is a speech given at the closing of the National Conference of Destourian students held at Bizerte on July 28, 1972. Following a report on the works of the congress, the Prime Minister first spoke of the definition of Destourian socialism and of its aims. He indicates the means of giving information on the party and its doctrine and encourages them toward research and documentation to obtain a response to the various questions which concern them. He then discusses the role of the Destourian student in society and the qualities he must have.

91. "Le projet de réforme des structures et de l'organisation de l'Université de Tunisie" (The project of reform of the structures and organization of the University of Tunisia). Maghreb no. 52, July-August 1972.

Following an animated debate, the National Assembly adopted, by 94 voices against 7, a motion recommending that the government submit, in good time, a new project on higher education. This project of reform must be the object of a consultation "of all the live forces of the country."

The dean will be appointed and not elected. He will be seconded by a director of the faculty. University autonomy will be composed by the presence, within the university faculty, of representatives of the Party and of the government. The baccalaureate will be followed by one year of pre-orientation at the end of which there will be an examination for admission to the faculties.

92. "Réunion de la commission nationale pour l'octroi des bourses de l'enseignement supérieur. M. Mzali: le gouvernement est décidé à poursuivre et à consolider sa politique socialiste en matière d'enseignement. 8 étudiants sur 10 jouissent aujourd'hui d'une bourse" (Meeting of the National Commission for the granting of scholarships for higher education. Mr. Mzali: the government is determined to pursue and consolidate its socialist policy in the field of education. 8 out of 10 students today have scholarships). L'Action, August 10, 1972, p. 2.

The commission groups the authorities in the chief sectors of the national life. Its role is to distribute the scholarships of higher education in relation to the needs of the country and trying to satisfy the choice made by the student. Certain measures are taken to facilitate the beginning of the school year.

93. Décret no. 72-257 du 12 août 1972 portant réorganisation de l'Ecole normale supérieure (Decree no. 72-257 of August 12, 1972, dealing with the reorganization of the higher normal school).

The Higher Normal School is an establishment responsible

for the training of teachers for secondary education and for the normal schools, and of cadres for higher education and scientific research. It also trains pedagogical inspectors and "animators" for primary and secondary education in addition to promoting research in the field of pedagogy.

The studies are spread out over 3 cycles, one of general training, lasting 2 years, a second cycle of basic and pedagogical training (2 years) and a third cycle of more thorough training.

The third paragraph of the decree is devoted to the conditions of admission and to the status of the students and the student teachers. Paragraph four is devoted to the administrative organization of the school.

94. "Que représente actuellement les étudiants tunisiens?" (What, at present, do Tunisian students represent?). Bulletin IIEE, no. 32, p. 4, September 8, 1972.

The congress of the General Union of Tunisian Students was not held, for it was contested by the mass of students. The national conference of Destourian students was held in Bizerte from the 26 to the 28 of July. The conference was called to discuss current national problems and high personalities of the party and the government attended. Five chief resolutions were adopted -- the attachment of the National Bureau of Destourian Students to Destourian socialism; in the field of educational policy, progressive Arabization; the special importance to be accorded to professional and technical training; for higher education, a revision of the programs in order to adapt them to the country's needs in cadres.

A certain effervescence may be expected at the beginning of this school year, since nothing has been resolved -- the reform of higher education is still the object of bitter discussion, through a fear of a policy of selection and a lack of representatives of the National Bureau of Destourian Students and the General Union of Tunisian Students.

95. "Présidant le séminaire organisé par l'ENIT M. Mustapha Fitali: les programmes actuels de l'enseignement ne répondent pas au besoins du marché de l'emploi" (Presiding over the seminar organized by the ENIT Mr. Mustapha Fitali: the present educational programs do not meet the needs of the employment market). L'Action, September 21, 1972, pp. 1 & 4.

After having indicated that the most profitable investment is that of education, the director of the party indicated that Tunisia has a shortage of trained staff. The school must be directed as a function of criteria of efficiency and profitability. He emphasized the necessity of a planning, a necessity which takes into account the needs of the market and the national requirements.

Artistic education

96. "L'Ecole des Beaux-Arts: bilan d'une fin d'année" (The School of fine arts: end-of-year report). L'Action, July 11, 1972.

The instruction given at the School of Fine Arts of Tunis is not only to permit the student to specialize, but also to ensure contact between several disciplines: painting, sculpture, decorative arts, architecture, etc. It is an instruction which tends to form the taste and judgement of the students.

97. "M. Chédli Klibi préside l'ouverture de la conférence internationale pour l'éducation musicale" (Mr. Chedli Klibi presides over the opening of the international conference for musical education). L'Action, July 14, 1972, pp. 1 & 4.

Mr. Chedli Klibi gave a speech in which he declared that raising the problem of the social dimension of music in our time appears to be a fundamental question. He enumerated some of the experiments done in Tunisia to favor musical creation and the spread of music among all social levels, as well as to give a musical education in the lycees and colleges and to face the problems of the training of specialized staff.

Special education

98. "Faire de l'aveugle un citoyen à part entière" (Making the blind person a full-fledged citizen). Révolution africaine, no. 425, April 1972, pp. 15-16.

Education is the best means to placing the blind at a normal level. The vast school-enrollment movement has been felt by the blind in the creation of three schools. They are directed by the hospital administration. The authorities of the Union of the Blind feel that they should rather be placed under the wing of education. In addition, their number is insufficient. The most valid means is to put the blind in specialized schools until the end of the fourth year of secondary school, and then in the lycees to mix them among those who can see.

Arabization

99. Kalfa, Mohamed Lamine. "hel taʒri:bu at-ta:rixi wal-ja ra:fiya ... mushkila" (Is the Arabization of history and geography ... a problem?). Es-Sabah, July 12, 1972.

In 1961-1962 an attempt to Arabize history and geography was only partially successful. The reason for this was the teachers' linguistic ability. Taught in French, they found it difficult to teach their disciplines in Arabic.

To solve the problem of Arabization the author suggests that a twofold process of Arabization be started: First, at the university level, history and geography students would take an additional hour of Arabic per week. At a later stage they would take two hours of Arabic. Second, these students, now become teachers, would begin Arabizing the two disciplines in the secondary schools according to a precise program that would extendup to seven years. Once this is

accomplished, the university can start admitting students to study history and geography in Arabic.

This is important as most of the books now in use are written in French, and are useless. In addition, 80 per cent of the history program is made up of Tunisian history. The figure was only 20 per cent before the program was Tunisianized.

100. Masmoudi, Mohamed. "at-ta3ri:b al-fi3li: ... aw hiwa:yat fath al-abwa:b al-maftu:ha" (Effective Arabization ... or the desire to force open doors). Es-Sabah, August 17, 1972.

In analyzing an article on the Arabization of history and geography, the author adds his voice to those of other writers sho are asking the Ministry of Education to set up an agenda for the Arabization of these disciplines.

The author's three main points of argument are:

1. Teaching the history and geography of an Islamic-Arabic nation is a contradiction in terms.
2. The distinction between history and geography is unnatural, the two subjects clearly being interconnected.
3. The teaching staff is either French or French-trained, a state of affairs that perpetuates the dilemma.

V. SPECIAL PROBLEM - COOPERATION

(The numbers in parentheses refer to the articles to be found at the end of this section.)

"Cooperation" in the countries of the Maghreb is a type of one-sided or mutual assistance which takes the form either of exchanges of teachers, students, trained personnel and material, or of the supplying of these as a sort of foreign aid on the part of other countries, notably France. While it can be valuable for both the levels of instruction and the economies of these Maghreb countries, cooperation -- especially that involving foreign teachers -- brings with it certain problems, which can generally be traced to misunderstandings, on the part of these teachers, of their role, and of the appropriateness of their attitudes to the local situations.

Algeria is actively recruiting cooperant teachers in other countries -- France, Belgium and England, as well as countries of the Middle East (3) -- and has drawn up a manual especially for foreign teachers, giving them general information on Algeria, specific information on the conditions they will encounter (vacations, pay, formalities upon their arrival), and most important, perhaps, information on the Algerian educational system (2).

Tunisia, too, takes pains to inform her arriving cooperants of the educational aspirations of the people, so that they will not misunderstand their role. Mohamed Mzali said, in two different meetings held with cooperant teachers (11, 15), that there exists the possibility of a

mutual enrichment, and emphasized the importance of the Arab-Islamic culture for Tunisians, speaking also of bilingualism and the problems it involves. He warned them against considering themselves as the spokesmen of a superior civilization, endowed with an historic mission.

Morocco seems to be the Maghreb country with the greatest problems in the field of teaching cooperation. The work of Henri Aron (4, 5) indicates that there is a certain cooperation crisis. The cooperants are not clear as to their exact role in the country, and the Moroccans for their part may actually find themselves hindered in their development by a cooperation which perpetuates the colonialist philosophy of the last century, treating Moroccans as the survivors of a primitive society, and victimizing them with their superiority complex (9).

The economic cost of cooperation in Morocco is also considerable: the remuneration of foreign university teachers is said to cost the country almost 10 times as much as that of Moroccans (8).

In addition to teaching cooperation, primarily with France, the countries of the Maghreb have programs of cooperation among themselves, through exchange of teachers and students or trainees (6, 10, 13, 16), and with other countries, in technical fields. A considerable program of cooperation in the fields of agriculture, professional training, public health and teaching was carried out in 1973 with Belgium (14), which provided not only trained staff but also financial contributions, scholarships for Tunisians, a loan for purchase of material in Belgium, and collaboration in several experimental agricultural units in Tunisia. Algeria has promoted, among others, a bilateral cooperation in the fields of culture, education, health, and youth and sports, with Pakistan (1).

Morocco has concluded an agreement for technical cooperation with Italy in order to enable the country to meet its needs in trained technical staff (7).

On the whole, while cooperation, especially in the field of education, raises certain problems, it remains of some value to these countries. Technical cooperation, especially, undoubtedly contributes to the more rapid training of the staff so necessary to developing countries.

Reference articles on cooperation:

(1) "Accord culturel algéro pakistanais" (Algerian-Pakistani cultural agreement). L'Opinion, September 8, 1972.

(2) "Algérie. Enseignement primaire et secondaire. Enseigner en Algérie" (Algeria. Primary and secondary education. Teaching in Algeria). Ministry of Primary and Secondary Education, 1972, 141 pp., ill.

(3) "Plusieurs délégations à l'étranger pour le recrutement d'enseignants" (Several delegations in other countries

to recruit teachers). El Moudjahid, May 25, 1972, p. 4.

(4) Aron, Henri. "Au Maroc: les enseignants francais du secondaire au seuil des années 70" (In Morocco: French teachers on the threshold of the '70's). 3rd cycle thesis. Practical School of Higher Studies. 6th section. Paris, October 1971, 298 p. (In: Maghreb, no. 52, July-August 1972, p. 61.)

(5) Aron, Henri. "Au Maroc, des coopérants enseignants pour quoi faire?" (In Morocco, teaching cooperants -- why?) Revue du Tiers Monde, Vol. XIII, no.51, July-September 1972, pp. 559-573.

(6) "Arrivés au Maroc le 22 Août dernier: les 43 élèves ingénieurs algériens one entamé leur stage d'information" (Arrived in Morocco last August 22: the 43 engineering students from Algeria have begun their training period). L'Opinion, August 26, 1972.

(7) "La coopération technique maroco-italienne dans la formation professionnelle" (Technical cooperation between Morocco and Italy in professional training). L'Opinion, June 23, 1972.

(8) "Hygiène dans l'enseignement: le coût économique de la coopération" (Hygiene in education: the economic cost of cooperation). L'Opinion, May 7, 1972.

(9) "Hygiène dans l'enseignement: II. Coût moral de la coopération" (Hygiene in education: II. The moral cost of cooperation). L'Opinion, May 14, 1972.

(10) "Signature d'un protocole d'accord en matière culturelle entre l'Algérie et le Maroc" (Signature of an agreement in cultural fields between Algeria and Morocco). L'Opinion, May 4, 1972.

(11) "Au cours d'une réunion qu'il a tenue avec les professeurs coopérants à Béja. M. Mohamed Mzali: Nous pouvons nous enrichir de nos mutuelles différences et oeuvrer à former une jeunesse enracinée dans les réalités de nos pays" (During a meeting with cooperant teachers in Beja. Mr. Mohamed Mzali: we can all become richer as a result of our mutual differences and work to train a youth rooted in the realities of our countries). La Presse, June 16, 1972, p. 5.

(12) "La coopération culturelle et technique franco-tunisienne. La coopération au lendemain de la visite en France du Président Bourguiba" (Cultural and technical cooperation between France and Tunisia. Cooperation just after President Bourguiba's visit to France). Maghreb, no. 53, September-October 1972, pp. 18-22.

(13) "M. Chedli Klibi s'entretient avec le ministre marocain

de l'instruction publique et des beaux-arts" (Mr. Chedli Klibi meets with the Moroccan minister of public instruction and fine arts). La Presse, June 15, 1972, p. 5.

(14) "Nouveau programme de coopération tuniso-belge pour l'année 1973" (A new program of cooperation between Belgium and Tunisia for 1973). La Presse, June 4, 1972, p. 2.

(15) "Présidant une réunion groupant les nouveaux enseignants coopérants français. M. Mzali: l'enseignement en Tunisie doit s'inspirer de notre civilisation et de notre culture" (Presiding over a meeting of the new French cooperant teachers. Mr. Mzali: education in Tunisia must be inspired by our civilization and by our culture). L'Action, September 24-25, 1972, p. 2.

(16) "Le Dr. Taleb propose la création de manuels d'histoire communs aux trois pays" (Dr. Taleb proposes the creation of history manuals common to the three countries of the Maghreb). El Moudjahid, August 1, 1972.

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